



Higher Education of Social Science
Vol. 12, No. 1, 2017, pp. 17-20
DOI:10.3968/9564

ISSN 1927-0232 [Print]
ISSN 1927-0240 [Online]
www.cscanada.net
www.cscanada.org

Application Research of Flipped Classroom Mode in Ideological and Political Theory Courses: Taking “Ideological and Moral Cultivation and Legal Basis” as an Example

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Supported by “Research on Teaching Reform Projects of Chongqing Higher Education 2015” (152050).

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Received 18 November 2016; accepted 2 December 2016

Published online 26 January 2017

Abstract

The arrival of Flipped Classroom mode has exerted positive influence on our nation's education and has been a driving force for our nation's educational reform. This thesis has elaborated ideas, features and teaching ways of flipped classroom after introduction of promotion of flipped classroom mode and its application situation in our nation. Moreover, this thesis has analyzed implementation of flipped classroom mode in college ideological and political theory courses by a case study (Implementation of flipped classroom mode in the course “Ideological and moral cultivation and legal basis”). Flipped classroom is made of three parts including independent study before classes, flipped study during classes and practices after classes. And these three sections have linked among each other, all of which leads to the whole teaching unit. Therefore, flipped classroom mode has integrated theory with practice, curriculum activities with extracurriculum ones and on-line interactions with off-line ones so that students can internalize the gains from ideological and political theories courses and the information in these courses can be time-oriented. Besides, teachers in this field, without hesitation, should spare no efforts in the innovation of teaching ideas, frames and ways in the context of increasing pluralism and utilitarianism in college students' thoughts. And theories and practices of flipped classroom mode have brought us opportunities to the above innovations. Last but not the least, the implementation advice of flipped classroom mode on

teaching from this thesis can be a reference to teaching reforms of other subjects.

Key words: Flipped classroom; College students; Ideological and political theory course

Tang, X. Q. (2017). Application Research of Flipped Classroom Mode in Ideological and Political Theory Courses: Taking “Ideological and Moral Cultivation and Legal Basis” as an Example. *Higher Education of Social Science*, 12(1), 17-20. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/9564> DOI: <http://dx.doi.org/10.3968/9564>

INTRODUCTION

The purpose of ideological and political theory course in college is to cultivate qualified socialist builders and reliable successors. Teachers in this field, without hesitation, should spare no efforts in the innovation of teaching ideas, frames and ways in the context of increasing pluralism and utilitarianism in college students' thoughts. And theories and practices of flipped classroom mode have brought us opportunities to the above innovations. And flipped classroom mode has regarded education as guiding principle and focused on our textbooks as a student-oriented teaching mode. And it will, if combined with this mode, be indeed an exploration and practice of innovation of ideological and political course.

1. DEFINITIONS AND FEATURES OF FLIPPED CLASSROOM MODE

Bishop and Verleger (2013) told us that Flipped classroom more is one form of teaching, balancing independent study about related theories or knowledge by rote before and after classes and guided study about ability improvement or internalization of knowledge during classes, so classes can be indeed student-oriented. This

teaching mode has included constructive learning theory and cognitive learning theory, through which students can take initiative in learning in an interactive and situational way and through which the past experience or knowledge of students has been utilized and then new refined knowledge, new explanations or assumptions can take shape in students' mind.

Mazur (1991) told us that Flipped classroom mode is revolutionary compared to print oriented conventional classrooms and teaching procedures. And this will result in changes of teacher's roles, class modes and management modes. Compared with conventional classes, teachers of flipped classroom mode do not impart knowledge to students but are the organizer, manager and coordinator of a study project. And the teaching mode entitled 45 minutes plus comes into being, which means students can study by themselves before or after classes. In this way, we have attached more importance to the abilities transferred from knowledge including: students' independent learning, thinking ways, information collection and discerning between right and wrong.

2. REFORM WAYS OF FLIPPED CLASSROOM

Flipped classroom mode, unlike the previous one featuring classes themselves, teachers and textbooks, has focus students guided by teachers to help them master what to learn, know how to learn well, and how to utilize what they have learned for future jobs. Flipped classroom mode is guided by philosophy of general education for producing students with righteous outlooks of world, life and value. This is an innovation teaching mode with its own distinction including independent study before classes, internalization of knowledge during classes and practices after classes.

2.1 Independent Study Before Classes: Integration of On-Line Study and Off line Study

Students are encouraged to utilize internet resources to study with questions in mind, not blindly. Bring in internet resources into ideological and political courses can be more time-oriented and targeted. For example, when we lecture about the second chapter "carry forward Chinese spirit for building progressive ethical home" in the course "Ideological and moral cultivation and legal basis", we can arrange independent study tasks 5 minutes earlier before the finishing moment of a class. The possible questions may be as follows: a) What is the definition of Chinese spirit? b) What is the true color of Chinese national? c) What are the changes about patriotism in new age? d) How can the young people be the loyal patriots? Students are required to refer to internet resources introduced or provided by teachers and then accomplish the written homework.

2.2 Integration of In-Class Study and Out of Class Study

Any lesson in "Ideological and moral cultivation and legal basis", carried in flipped classroom mode, includes on-line study supervision and examination, interaction in activities plus comments-intensive course analyses, question discussions, results demonstration, group discussions and feedbacks. This model has integrated internet resources and teaching during class, out of class independent study and in-class discussion-oriented study so that students can play a major role and the related courses can be time-oriented and targeted.

We should have full teaching preparations including the content of courses, expansive resources of courses, teaching syllabus, teaching courseware, teaching plans and some survey work on the students' performance in independent study.

We should show efforts on supervision and examination of students' on-line study, and of thought prints to questions left in class. The examination forms can vary from Q and A to choice questions.

Interaction activities include speech, debate, recitation or other theme activities suitable to be held in class. Therefore, practice and theories can be integrated. For instance, topics about patriotism can be chosen in speeches and one more thing, any student who has shown a response to any question can gain comments as well as encouragement.

Intensive analyses on courses will be carried by teachers and the selected information should be hot issues among discussions or activities.

As for question discussions, teachers can find out most popular or hot issues among students or in society, and then discuss with students by mean of question discussion, case discussion, or panel discussion, lifting what students gain in to a higher level.

Regarding group discussion and debates, each group should choose their own representatives showing opinions of group members and debates can occur among different opinions.

We should update hot issues in society and popular topics among students and we should concern both students and society and have more concerns about the former. And we can notice students' interest triggers about flipped classroom mode and social hot issues by questionnaire, student panel discussion, and discussion among target students so that we, through timely feedback, can improve our classes.

2.3 Practices After Classes: Integration of In-School Activities and Out of School Ones

We can find various forms of after-class activities about ideological and political theory courses. These practical activities have led to this integration.

Teachers have answered questions in tutoring by digital devices including mobile phones, We-chat, Mini-

blogs, and QQ and the office must be open within required time for students' visits.

Ideological and political courses activities can integrate itself for campus cultural building ones such as campus activities in morality promotion festival, the science and technology innovation festival, physical fitness festival, art festival and the like. In this way, all the activities can be lifted to an ideological education place. And we can carry out other related activities such as mock court, a knowledge contest, mini-course competition, teaching competition in order to the improvement of students' overall quality and they can be developed morally, intellectually and physically.

We can build related clubs including mental health and consultation club, law education and consultation club, career guidance club and the like and then engage the clubs themselves in the consultations with college students.

We can invite professors or lecturers from other colleges to give a lecture about one topic in ideological and political theory courses. The topic can be chosen from field of politic, ideology, thoughts, morality, law, mental health, philosophy and history.

We have adhered to the principle of "go out of campus" and extensively carried out social practice activities including social survey, volunteer service and practical study, guiding young people engaging themselves in the loft course of comprehensively building well-off society, showing efforts for socialist harmonious society, keeping up with times, sharing one breath with our nation and striving for bright future with our people. And these colorful activities can cultivate students' thought, improve morality, and enlarge knowledge.

Practices after classes are expansion of ideological and political theory course and the information can only be internalized into people's minds by combinations between on-line classes and off-line classes, between in-class activities and out of class activities, and between theory and practices. And our courses, in this way, can be time-oriented.

3. ADVICE ON APPLICATION OF FLIPPED CLASSROOM MODE IN IDEOLOGICAL AND POLITICAL THEORY COURSES

As a teacher, I am responsible for "Ideological and moral cultivation and legal basis", would like to mention the following advice on the application of flipped classroom mode in ideological and political theory courses in in order to make our courses more time-oriented and targeted.

3.1 We Should Focus Teaching Research and Give Play to Teachers' Innovation

We should give play to teachers' innovation so teachers are required to find out hot issues or students' concerns

and to design internet video teaching. And also we should emphasize multimedia applications in classes, showing efforts in building database of teaching materials for information sharing. And we should strengthen practice and set its syllabus around teaching goals.

3.2 Furthering Reform of Teaching and Transferring Teachers' Ideas

We have, during teaching, focus the following goals including abilities promotion of independent learning, thinking, information collection and management and discerning between right and wrong. And students can learn knowledge in practices and carry out practices of learning in independent study before classes, flipped a classroom mode during classes and practices after classes. And the ideological and political course does not only place emphasis on knowledge but on ability development so teachers should free themselves from traditional teaching modes. Although "ideological and moral cultivation and legal basis" are theory-oriented, we can make it more time-oriented and targeted if this course combines theory and practice.

3.3 Improving Evaluation Mode and Promotion Learning Efficiency by Examinations

We should intensify evaluation about students' learning performance and highlight assessment about students' ideological and political quality and morality. What's more, the portion of daily study performance should be increased including on-line videos feedbacks, cooperative tasks evaluation, class homework, extra-class survey, class attendance and practice part. And the examiners should be both teachers in this course and students themselves, giving specific grade to each item mentioned above. And teachers should abandon stereotype that knowledge-based tests are the only grading source. Instead, they should emphasize students' abilities' cultivation and promotion, as well as students'; words and deeds. We should improve ways of tests and take various approaches to assess students' comprehension about what they learn so that students' morality and theory accumulation can be presented objectively and comprehensively.

3.4 We Should Utilize Media for Communication

New media has blazed a new way for reform of ideological and political courses. It is of importance to utilize 4G mobile phone, Wechat, Mini-blog, QQ, mobile newspaper, and electronic resource pool for independent study to establish an interactive new media platform including tutoring, Q and A, interaction, research and survey as well as trainings for teachers' expertise. All the above is to address problems such as unimpeded communication between teachers and students or among students themselves, inconvenience for investigation and survey, delayed responses, and low frequency of trainings for teachers' expertise. So this is very meaningful for improvement of this course and is very practical to

make this course more time-oriented and targeted. We, particularly in independent learning and activity interaction, should utilize the internet platform to increase the communication between students and teachers for supervision of independent study before classes and for preparation of class activity interactions, helping teachers achieve teaching goals.

3.5 Integration of the Second Classrooms, Internet Resources and Teaching

The second classroom is the expansion of conventional classroom and is a very important way to combine theory and practice and moreover the new media can raise the teaching efficiency of ideological and political theory classes. Thus, teachers in this field should integrate the second classroom and internet resources into classroom teaching so this course can be more time-oriented and targeted and students can improve the awareness of this course in the real world and then feel crazy about this course.

CONCLUSION

As the popularization of internet plus education, flipped classroom has exerted bigger role in higher education.

We cannot fully utilize the driving role of internet in higher education for modernized upgrading of conventional education and cannot guarantee teaching efficiency if we cannot catch up with trends like internet plus education and hold stereotype in teaching. Indeed, we should follow the need for trends and take advantage of information technology like bringing in flipped classroom mode to improve teaching efficiency and quality so that ideological and political theory classes can be impressive ones, arouse students' interest and bring benefits to them.

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